

IMPACT OF ENTREPRENEURSHIP TRAINING ON PERFORMANCE OF ENTREPRENEURS:

A CASE OF EMBU MUNICIPALITY

By:

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***A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
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ABSTRACT

Since independence the Kenyan government has developed strategies and promotion programs aimed at promoting the small enterprise sector. Entrepreneurship training has been cited as one of the most important of these. It is also one of the most complicated issues of small enterprise growth. These complications have not been well explored in Kenya and neither do we have empirical evidence to reveal them. It is in view of this that this research was planned.

The purpose of this study was to bridge the research gap by examining the components of a training program and their impact on performance of entrepreneurs. The conceptual framework takes the form of a structural equation model where entrepreneurial behaviour is seen as a product of the training program.

The research method was mainly explanatory though elements of descriptive and exploratory strategies were incorporated. A survey targeting 68 beneficiaries was done. Data was analyzed using descriptive statistical tools. Pearson's correlation matrix was used to show the relationship between the dependent and the independent variables.

Entrepreneurship training was found to have had a substantial impact on performance of entrepreneurs. However, constant monitoring was found necessary to make the skills learnt be translated into more practical work. Equally important is financial assistance as it is due to lack of necessary capital that most training beneficiaries are not practicing their learned skills in business.

DECLARATION

"This project is my original work and has not been presented for an award of a degree or any other in any University or elsewhere."

Signed  Date 26/8/2005

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Finally, I wish to record my special appreciation to my class mates for their helpful comments and constructive critics, and my family who gave me moral support and endured my absence when I was attending to the research and report writing chores. To you all, may God bless you abundantly.

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TABLE DEDICATION

To my beloved wife Loise and our ever cherishing son Brian who shared the in the joys and frustrations of living with the researcher. Also to Fridah, Rachael and Sammy who experienced greater rivalry with this peace of work than with each other.

And to dedicated lecturers and colleagues who offered encouragement and suggestions for making this a comprehensive and most useful piece of work to support entrepreneurship training; the most important amongst small enterprise promotion programmes.

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INITIALS AND ACRONYMS

EDI-1 Entrepreneurship Development Institute of India

G O K Government of Kenya

I L O International Labor Organization

I S P Informal Sector Program

K I E KENYA industrial Estates

M R T T T Ministry of Research Technical Training and Technology

S S E Small Scale Enterprises

S M E Small and Medium Enterprises

U N D P United Nations Development Program

U S A United States of America

S E D A Small Enterprise Development Agency

DEFINITION OF TERMS

This section deals with operational definitions whose role is to indicate the specific manner in which a term or a concept is to be applied. Their use may be different in another perspective. This study will use the following concepts.

SMALL ENTERPRISE

A small enterprise is an undertaking, which employs between 1 and 20 employees and with capital investment of not more than Kshs 30 million. Operational and administrative management lies in the hands of between one and three people who usually make major decisions.

INFORMAL SECTOR

For the purpose of this study informal sector will refer to the field of entrepreneurial activities that are outside formal employment and are geared at income generation and employment. This sector is very flexible.

ENTREPRENEURSHIP

This is a personal quality that enables people to start a new business or skillfully and innovatively expand an existing one.

ENTREPRENEURSHIP TRAINING

This is a training programme designed to impart skills and attitude to enable entrepreneurs start a new business or expand an existing one.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

The role and importance of small enterprise sector to economies of countries has been recognized and documented all over the world.

This is mainly in terms of job creation, technological innovation and Gross National Product. According to the 7th Embu District Development Plan 2002-2008, Small Enterprise sector is recognized as having potential to enhance job creation through establishment of industries and initiation of commercial enterprises (Embu, 2001). The sector is one of the most prolific source of employment as well as the bleeding ground for medium and large industries which are critical for Kenya's industrialization by the year 2020 (GOK, 2004)

Similarly this sector can be efficient producer that constitute an important dynamic force in the economy as it contribute significantly to a desirable expansion of output over time (Liedholm, C. and Mead, C. 1990). As a result many governments have increased their interest in this sector with an aim of improving it.

It is estimated that 43% of Kenya's population live below the poverty line in terms of unemployment, meager foreign exchange earnings and low per capita income.(GOK, 1996).To achieve economic "take off" Kenya's sessional paper No.2 on industrial transformation to the year 2020 stipulates that Kenya must utilize the full potential of her resource by developing her small enterprise sector based on primary processing, manufacturing ,commerce and service (GOK,1996).

The paper observes that 90% of all business entities in Kenya are small-scale and these have a significant impact on employment and economic development (*GOK Sessional Paper No. 1 of 1986*). In USA, it is estimated that small enterprises contribute 90% of all new jobs and in Japan all leading automobile companies like Toyota started as small scale (*Review of Marshal Plan, East African standard Nov. 3rd 1946*). Similarly the sector has been behind success of all newly industrialized countries (NICs) such as those of south east Asia (GOK, 1996)

Since inception, Kenya Government has developed strategies and promotion programmes aimed at improving economy by promoting small-scale enterprises. These programmes are either financial or non-financial. However, the most important of all these is entrepreneurship training as it is through personal development that an enterprise culture can be created (*ILO/UNDP, 1990; Harper, 1983; Nelson, 1986*). Among key priorities in the Embu District Development Plan for the period 2002-2008 is enhancement of entrepreneurship training programmes through sensitization of indigenous entrepreneurs in processing, management and marketing (Embu, 2001).

A number of techniques have been developed and extensively used through out the world, both to identify entrepreneurs, to induce entrepreneurship or at least to reveal it when it is latent (Harper, 1983). The results are not universally proven and success depends more on local commitment enthusiasm than on the use of any particular technique. Many government efforts have been piece meal, only partially implemented and many have actually impeded growth of the sector and the Kenyan economic

development in general (*GOK, 1989*). The results to date have not been satisfactory and this has been attributed to poor co-ordination among implementing agencies among other things.

Entrepreneurship training is a major non-financial promotion programmes which seems quite effective in promoting success to small enterprises. Kenya Government has seen it so and therefore highlighted it in most of its policy documents.

Implementers of the programme are Non-Government Organizations, Private Consultants, Banks, and Government Institutions like Kenya Industrial Estates, Ministry of Research Technical Training and Technology among others.

1.3 STATEMENT OF THE PROBLEM

Though given much attention only in the late 1980s, training programmes are not new in Kenyan history and can be traced back to about 1925. This is when Kenyan colonial office issued its first statement on education policy. The policy stated that education should lender individuals more efficient and promotes advancement of the community as a whole. This was to be achieved through training of people in management of their own affairs among other methods (*Kasina, 1991*).

It has been observed that about 50% of businesses fail during their first two years of the start-up stage. To arrest the high failure rate, *Nelson, (1986)* propagated that specific training is needed to assist entrepreneurs go beyond this critical phase. A survey carried out by the Ministry of Commerce and Industry in 1985 on entrepreneurship development through the Kenya Industrial Estates showed that out of 20 trainees given management

and technical training skills with an aim of helping them succeed in their enterprises, only two were considered successful in terms of employment creation, increase in assets and increase in profits.

Despite the fact that this survey did not give details of the training content, the approach, the duration or relevance, it is quite clear that the training did not make much impact or effect. This further show that implementers have adjustments to make in their existing programmes to be able to achieve their training goals. Absence of further researches necessitates the carrying out of this research. . It is based in Embu Municipality.

1.2 STATEMENT OF THE PROBLEM

Entrepreneurship training is one of the most complicated issues of small enterprise growth. It has been observed that In spite of increasing participation of Non-Governmental Organizations and other small enterprise training agencies in the Kenyan informal sector; their training programmes have had little or no impact on the change of attitude and acquisition of entrepreneurial skills to target beneficiaries. Reasons for this has not been well explored and neither do we have empirical evidence to explain them. It is with this view that this study hoped to find answers to the question “to what extent are small enterprises translating entrepreneurship training into business management behavior? It was expected that entrepreneurship training offered to small scale entrepreneurs significantly influence their behavior and action.

1.3 RESEARCH OBJECTIVES

This research project I strived to: -

- 1) Find out how entrepreneurship training helps small business entrepreneurs handle their customer complaints.
- 2) Determine to what extent entrepreneurship training has helped small business owners keep their business records
- 3) Establish how entrepreneurship training has helped small enterprise managers expand their markets
- 4) Discover how entrepreneurship training has helped small enterprise managers remunerate and retain qualified employees
- 5) Establish how small business enterprise managers source for their business finances.

1.4 RESEARCH QUESTIONS

- 1) How has entrepreneurship training helped business managers handle their customer complaints?
- 2) To what extent has entrepreneurship training helped small business managers keep their business records?
- 3) How do small business managers translate entrepreneurship-training skills to their products market expansion?
- 4) To what extent do small business managers apply entrepreneurship training in their personnel affairs?
- 5) How has entrepreneurship training influenced business managers behavior in the event of shortage of business finances?

1.5 SIGNIFICANCE OF THE STUDY

1.5.1 To training providers

It is hoped that results from the study will help implementers of the training programmes know their weaknesses; that of the trainees or of the existing programmes so as to adjust accordingly.

1.5.2 To donor agencies

The findings will be of great assistance to donors as they will be able to engage qualified and suitable programme implementers and channel their training funds in a manner it will be most beneficial. It will also give direction on prioritizing the expenditure of the donors and policy makers in consideration to areas where entrepreneurship training should be given so as to effectively promote small business enterprise development

1.5.3 To training beneficiaries

Information from this study will be useful to both potential and practicing entrepreneurs to realize their weaknesses/shortcomings and rectify them to effect success of their businesses.

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1.5.4 To the government

The findings will be of great assistance to the government in its policy making process as it will improve those inhibitors to the training programmes success. This may be by offering minimum education to all its citizens, creating good roads and other infrastructures to serve all enterprises. The research results will also assist government ministries such as Ministry of Research Technical Training and Technology, Ministry of Commerce and Industry and Government parastatals that are directly involved in the promotion and development of the small business enterprises.

This may be by revealing ways of doing proper and adequate needs assessment and the best ways of implementing the programmes.

1.5.5 To future researchers and scholars

The scholars, researchers and students of entrepreneurship development will be given support information by this study to pursue further studies in the same area or elsewhere.

Finally, the research report will be of great benefit to me, the researcher, as it is a partial fulfillment of the requirement of msc in entrepreneurship development.

1.6 SCOPE OF THE STUDY

The study focused on those entrepreneurs within Embu municipality who benefited from entrepreneurship training programs offered by Plan Eastern. This is because the area is convenient for the researcher and empirical findings from other researchers elsewhere may not be applicable to the area.

1.7 LIMITATION OF THE STUDY

Most entrepreneurs are normally busy and do not have enough time to spare for the interview. To overcome this, a predominantly likert type questions were used which are easy to answer. Most of the information especially on bio data were also obtained well in advance from the training provider.

To reduce limitation of the instrument, pilot testing was carried out on six interviewees, two from each sub-sector of the economy. This helped to test the reliability and validity of the instruments so as to facilitate adjustments to the interview guide. It also helped in determining the most appropriate approach to interviewing and data collection in general.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature relevant to the research problem. It is based on several research papers and contributions of various authors, National Development plans, Government sessional papers and other policy documents in the development and training of entrepreneurs and small business enterprises. The review gives special consideration to the extent to which entrepreneurship training has succeeded in achieving its goals of changing the attitude and acquisition of entrepreneurial skills to target beneficiaries.

The review is organized under the following sub-topics.

1. Theoretical literature
2. Empirical literature
3. Literature specific to Kenya
4. Conceptual framework

2.2 THEORETICAL LITERATURE.

The role and importance of small enterprises in developing countries cannot be over emphasized.

The sector has important economics, social and political contributions in resource allocation and utilization, wider distribution of income, forward and backward linkage, promotion of industry and promotion of change (*Nelson, 1987; and ILO/UNDP, 1982*).

This sector is well known and recognized world wide for its job creation, technological innovation and promotion of gross national product. Similarly it can be an efficient producer that constitute an important dynamic force in the economy as it contribute significantly to a desirable expansion of output over time (*Liedholm, C. and mead, C, 1990*).

Although the role and importance of this sector has been identified by many governments all over the world, developing countries still have several constrains that impede the steady growth of the sector (*Awasthi, Murali, Bhat, 1990*).

To be able to play a significant role in the economy, small enterprises need to grow and expand. This growth can be measured in terms of jobs created, increased sales and increased assets (*Nelson 1987*).

As regards vertical growth, studies indicate that many of the small business enterprises do not generally grow as would be expected. They tend to remain within their original size categories. In her theory of growth, *Penrose (1959)*, an economist, pointed out a number of limitations that could hinder growth of an enterprise. Managerial ability, uncertainty, risk and market managerial ability were mentioned as being major limitations to growth of an enterprise.

Training is a scarce resource and experience shows that those who demonstrate entrepreneurial potential are more likely to benefit from a training programme in the same way they are more likely to make good use of loans or other physical resources. (Harper, 1983).

Entrepreneurship training has been seen to play an important role in more recent projects (e.g. in Malawi and Uganda) where the "classic" concept of vocational training has been broadened to offer vocational managerial and entrepreneurial training (Harper, 1983).

In National Development Planning, entrepreneurs ought to be identified, trained, motivated and supported (Nzomo, 1986).

World Bank (1978) defines apparent characteristics of entrepreneurship and outlines screening and training programmes for entrepreneurs. It recommends that training programmes should be systematically extended and adapted to the conditions of developing countries. It emphasized on identification and selection of persons with entrepreneurship potential.

Harper, (1983) recommends that potential entrepreneurs who possess entrepreneurial traits should be trained. Once trained, these have higher chances of succeeding in their businesses.

He said that success or failure after the training programme may be attributed to the programme itself rather than the entrepreneur.

On the question of who should train, Guthrie, (1989) states that changing job behaviour is the whole purpose of training and all that is needed is a new chief executive for the required change to take place.

The Andragogy theory widely accepted by trainers in 1970 states that in self-directed learning, the learner takes control of curriculum, timing, evaluation e.t.c and the trainer acts only as a consultant and facilitator (*Guthrie, 1989*).

The purpose of management training is to help individuals or groups improve their performance by providing them with the relevant skills (*Hernes, 1988*). Acquiring a management skill and practicing it with success requires a special learning mechanism. The objective of training programme is therefore improved performance in terms of time, quality and cost.

Before a training programme is authorized its potential benefits should be carefully analyzed and quantified (*Kasina, 1991*).

Achieving results through training requires the use of a carefully chosen methodology, suitable materials and high quality trainers (*Hernes, 1988*).

2.3 EMPIRICAL LITERATURE

Studies have shown that between 50% and 67% of modern small and medium sized firms in Asia and Latin America grew from lower level enterprises (*Liedholm, 1990*).

In Asia and Pacific region, significant attempts have been made during the past two decades to implement programmes designed to promote small enterprises through entrepreneurship training as part of the National Development Plans (*World Survey, 1990*).

Entrepreneurship training has been found to be one of the most important components of existing entrepreneurship assistance programmes (*Harper, 1983; Nelson, 1986*). Harper (1983) however points out that entrepreneurship training is at the same time one of the most complicated issues of small enterprise growth.

A behavioral concept of achievement motivation training in which ILO was involved during 1960s did not lead to a lasting result in spite of the fact that the concept was tried in several countries (*Indonesia, Jamaica, Uganda etc*) (*ILO, 1983*).

Regarding applicability of this training model, it was reported that out of all identified persons who were trained through Entrepreneurship Development Institute of India (EDI-1), more than 60% have gone into business. It was further reported that more than 85% of these businesses have been financially successful.

2.4 LITERATURE SPECIFIC TO KENYA.

Studies on the informal sector by researchers in Kenya revealed that although many small enterprises continue to be established, most were unable to take off and were barely surviving (*Sifuna, 1986; Mc Cormic, 1988*).

Small enterprise sector provides cheap but appropriate agricultural equipment. It also reduces reliability on imports that are expensive and at times inappropriate (*Embu, 2001*).

The sector is an economic user of capital resources where capital is scarce (*GOK 1989*).

It should “not only be seen as a provider of goods and services, but also a driver in promoting competition and innovation; and enhancing the enterprise culture which is necessary for private sector development and industrialization (*GOK, 2004*),

Marris and Somerset (1971); House, (1979); Mc Cormic, (1988); and Macharia, (1989) suggested that a large number of small business enterprises have not expanded partly due to lack of sufficient financing, entrepreneurship training and lack of relevant information.

The Kenya’s Sessional Paper No. 2 of 1996 on Industrial transformation to the year 2020 recognizes inadequate managerial, Technical and entrepreneurial skills as major challenges to industrialization (*GOK 1996*).

Since July, 1990 the Ministry of Research Technical Training and Technology (MRTTT) through the ILO/UNDP has been embarking on an aggressive programme to promote enterprise culture and equip technical and vocational trainees with entrepreneurial skills to enable them opt for entrepreneurship as a career (*GOK, 1990*);

Entrepreneurship training is emphasized in the Kenyan Model of entrepreneurship development (*GOK, 1990*) and in the ILOs small business start up programmes (*ILO/UNDP, 1982*).

“Availability of a well-educated and trained workforce is critical to Kenyan’s Industrialization process and of no less importance is the existence of entrepreneurs and managers who take risks to invest (*GOK, 1996*).

Engelman (1993) in his report on Jua kali Development Management training showed the current annual training output at less than 5% of the established training needs. He attributed this gap to existing disparity between the targets of training institutions and the needs of the sector.

To reduce this gap, it was suggested that credit institutions should not only provide money and credit to small enterprise but should also undertake new roles of identifying and training entrepreneurs as well as providing implant counseling (*Patel, 1986*).

The selection of appropriate institution to carry out the training programme is very important as entrepreneurship development requires flexibility, commitment, good local contacts and important but intangible element of inspiration (Harper, 1983).

The Kenyan *National Development Plan of 1997-2001* points out an existing need for a demand driven training system. This, in turn, implies a need for closer collaboration between Government planners, training institutions and employers (GOK, 1997).

In his paper on improving public enterprise performance, Powel (1987), however states that if a private enterprise does not adapt effectively to a changing business environment, it may be currently profitable but short lived.

He observes that training lacks credibility because policy makers are unwilling to commit enough resources to ensure training of the right quality which in turn leads to poor and inadequate training (Powell, 1987).

It has been found out that private or voluntary organizations are more suitable to undertake entrepreneurship training than government departments and that many of the most successful programmes are run by voluntary agencies (Harper, 1983).

Likewise there is little co-ordination between industries and training institutions (Government departments) leading to poorly planned and supervised industrial attachments and poor linkages (GOK, 1997).

Most training institutions are in a weak financial position due to budget cutbacks and this is occurring when a more comprehensive curriculum is increasing the need for qualified instructors (*GOK, 1997*).

Government or International Organizations can be successful if they have the necessary funding and are even more likely to achieve cost effective results if they sponsor a local voluntary organizations than if they try to conduct the programme themselves (*Harper, 1986*).

The Kenyan entrepreneurship training model identifies Technical Training Institutes, Institutes of Technologies, National Polytechnics and Universities as trainers of entrepreneurship during pre-start stage, and consultancy firms, Non-Governmental Organizations and financiers as trainers during expansion and growth stage of entrepreneurs (*ILO/UNDP, 1990*).

This sub-topics literature review reveals existence of disparities between training needs of the sector and the supply of trainers, lack of closer collaboration between Government planners, training institutions and employers, and presence of poor and in-adequate training due to unwillingness of policy makers to commit enough resources towards training.

The research study concentrates on entrepreneurship training which though known to have had little or no impact on the change of attitude and acquisition of entrepreneurial

skills to target beneficiaries, Little has been said or done to streamline it by planners, scholars or researchers despite the fact that it is a key tool to promotion of growth and expansion of the sector.

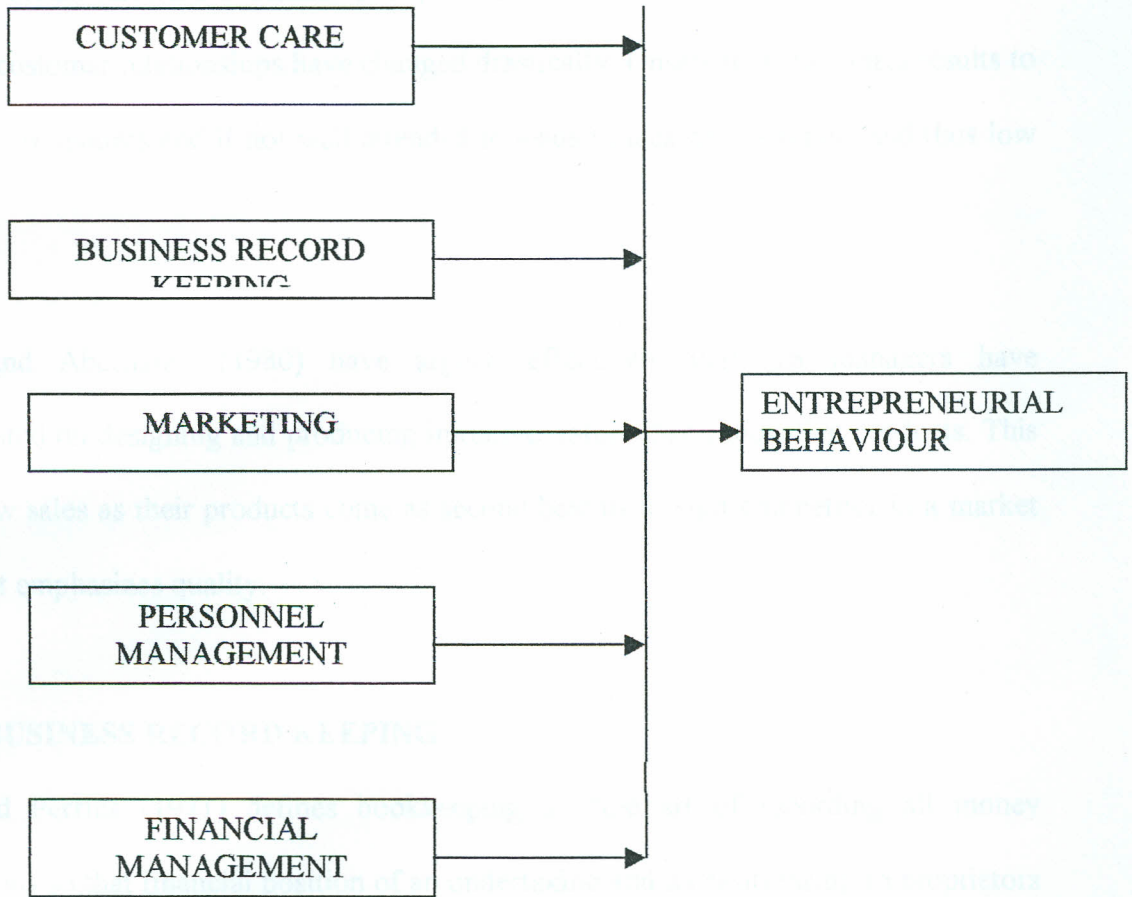
2.5 CONCEPTUAL FRAMEWORK

In his book, a guide for trainers and training managers, *Hernes (1988)*, states that a training programme is a process whereby certain inputs are turned into benefits through improved performance.

The following is a model showing entrepreneurship training programmes inputs and expected benefits.



Fig 2.1: Entrepreneurship training model



INDEPENDENT VARIABLES

**DEPENDENT
VARIABLE**

Source: Researcher (2005)

2.5.1 CUSTOMER CARE

Customers are the most important ingredients in any organization. They have many needs and choices. For any business organization to prosper, customer needs have to be satisfied. Likewise their standards of quality must be kept.

These needs keep on changing, and businesses must closely monitor the changes, to remain a breast (Edward Freeman, 1984). Where these needs and standards have been ignored, customer relationships have changed drastically. Unsatisfied customers results to customer complaints and if not well attended to leads to lack of customers and thus low sales.

Hayes and Abernathy (1980) have argued effectively that US managers have concentrated on designing and producing initiative, rather than innovative products. This led to low sales as their products come as second best to foreign competitor in a market place that emphasizes quality.

2.5.2 BUSINESS RECORD KEEPING

Bigg and Perrins (1971) defines bookkeeping as “the art of recording all money transactions so that financial position of an undertaking and its relationship to proprietors and outside persons can be readily ascertained”.

Every enterprise, however simple requires written records. These are used by managers as guides to routine action, taking of decisions, formulation of general rules and maintaining relationships with other organizations or with individuals (Lee G, 1985).

Thus a business without written records is like a blind man without his aid or a vehicle without a driver for it does not know which way to going.

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The following are main benefits of keeping business records

- They help in calculating business profits or losses
- They reveal debtors, amounts due and when payments are due so as to avoid heavy costs of bad debts.
- They reveal fast moving goods, slow moving goods, those about to expire and other vital information in business.
- They help in business planning
- They are needed by lenders of business finance
- They help in business control and taking appropriate action, such as firing an ineffective worker or expanding the business (Rwika, 2003).

2.5.3 MARKETING

In the words of Wiliam J. Stanton (1981) marketing is “The creation and delivery of a standard of living”. It includes:-

- Finding out what consumers want
- Planning and developing a product or service that will satisfy those wants.
- Determining the best way to price, promote and distribute that product or service

Fulop C. (1970) concurs with Stanton J. as he defines marketing as “the making available of the product at the place, at the time and in the form in which they are required by customers”.

It also includes provision of services as an integral accompaniment of products, investigation of consumer needs; initiation of the product of merchandise to satisfy

A. The industrial welfare movement derived from religion and philanthropy. This advocated for provision of facilities like libraries, financial assistance for education, recreational facilities and Medicare.

B. The scientific management “fathered by Fredrick W. Taylor” whose basic objective was to develop more efficient ways of performing work. This is done through:-

- Researching ways of performing tasks and eliminating unnecessary motions
- Applying the best methods devised to all jobs
- Selecting workers suited to perform the jobs and
- Training them in the one best method developed (Green Law and Biggs, 1979).

This research project aimed at revealing ways applied in dealing with personnel issues and their effect on entrepreneurs businesses.

2.5.5 FINANCIAL MANAGEMENT

As wants and techniques of production change, survival and growth of any business depends on the readiness and exactness with which the firm adapts to the change (Chambers R, 1967). The measure of survival and success – solvency, net income, growth in assets, employment creation e.t.c are all measured in monetary terms and rests around the firm’s financial management.

The increased range of external sources of funds calls for greater skills in the application of value judgment. This should be diligently applied on selection of the best choice of either one single source or a combination of several sources; that is a “package” deal.

Financial management has the dual function; that of maximizing utilization of funds employed by the firm and minimizing the burdens imposed by recourse to external sources.

Thus the central feature of financial management is its formulation of the firm’s strategy. This is seen in the way the firm determines the most effective use of funds currently at its disposal. The firm’s financial capability is also used in selecting the most favorable sources of additional funds that the enterprise will need in the foreseeable future (Flink J. and Grunewal D, 1969).

This research project aimed to find out whether entrepreneurship training has influenced small enterprises in the way they source for finances

2.5.6 ENTREPRENEURIAL BEHAVIOR.

Entrepreneurs have been defined as people with ability to identify viable business opportunities, marshal their resources to start a profitable business venture (Rwika, 2003).

The process of entrepreneurship is much more holistic and dynamic in nature. At the heart of entrepreneurs is persistent search for opportunities and their efforts to marshal resources needed to realize their goals (Morrison A., 1998).

Entrepreneurs are constantly initiating change through creativity and innovativeness in order to stay ahead of others (Drucker, 1986).

According to Morris A (1998), entrepreneurship is “the innovatory process involved in the creation of an economic enterprise based on a new product or service which differs significantly from other products or services in the way it’s production is organized, or in its marketing “

A well-trained entrepreneur will portray most of entrepreneurial traits.

These traits will be translated into the following business results.

- Satisfied customers demonstrated by repeat buying,
- Customer loyalty and increase in sales.
- Well-kept business records
- Satisfied workers and reduced labour turnover.
- Business growth and increase in capital investment
- Employment creation

This research study aimed at revealing whether entrepreneurship training resulted to positive entrepreneurial behavior amongst beneficiaries

2.6 SUMMARY

The foregoing literature review has revealed key points of entrepreneurship training, its importance and applications as advanced by many researchers and scholars; and its impact on the development of small enterprises as experienced by governments and highlighted in their national development plans, sessional papers and other policy documents.

Entrepreneurship training has been highlighted as a key necessity to development and growth of the small enterprise sector in many countries of the world. It has been recognized as an important tool for changing the attitude and transfer of skills to people with entrepreneurial traits. The review has also enumerated findings of various researches related to training programmes. Among key guidelines are the content, procedures of selecting appropriate trainers, trainees and the training facilities and methods. Unfortunately, little has been done or said concerning failure of entrepreneurship training programmes to bring intended impact on the change of attitude and transfer of entrepreneurial skills to target beneficiaries despite the mushrooming of many training institutions, Non-Governmental Organizations and private consultants. It is with this view that this research proposal was developed. Once conducted the research study was expected to establish impact of entrepreneurship training programmes.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with methodology applied in collecting data. It outlines the study area, target population, type of data and how research instruments were developed and administered. It was governed by the topic of the study.

3.1 TARGET POPULATION

The target population for this study is small business enterprises in Embu Municipality who received entrepreneurship training from Plan-Eastern between 1995 and 2004. The list is available from plan eastern and the number totals 1012.

3.2 SAMPLING DESIGN

Information concerning the target population was obtained from Plan-Eastern. Systematic random sampling design was used to get the study sample. The sampling frame has the three sub-sectors to represent the three distinct trade areas undertaken in Embu Municipality. The study generated descriptive Information. Table 3.1 shows how the three sub sectors were stratified.

Table 3.1: Sample sizes according to sub sectors

Sub sector	No. Trained (N)	Sample Size (n)
Manufacturing	480	10
Service	215	18
Repair	210	5
Trade	107	35
TOTALS	1012	68

Source: Research findings (2005).

3.4 DATA ANALYSIS

3.3 DATA COLLECTION INSTRUMENTS AND PROCEDURES

Predominantly, a 4-point likert type scale was used in order to measure direction and strength of the response. One semi-structured questionnaire was used as an interview guide for each entrepreneur. Data collection and instrumentation was administered and recorded by the researcher himself. Simple straightforward questions on personal data, business information and training were included. Questions were designed in such a way as to get general answers on personal data and which was to lead to more specific questions on training.

The rationale behind use of semi-structural questionnaire as interview guide was to make it possible for the researcher to administer the interview himself, reframe the questions where necessary and make necessary explanations to suit the level of interviewee.

At the same time the researcher was able to make observations to match with the entrepreneur's responses.

3.1 INTRODUCTION

Data collection commenced in May 2005. The researcher visited Plan Eastern offices in Embu. He also visited chiefs of specific areas from where the sample was to be drawn. He explained the purpose of his research so as to get help on identification of suitable interviewees. After introductory visits, the researcher arranged for convenient time for interviews with selected interviewees.

3.4 DATA ANALYSIS

Responses to questions were electronically analyzed.

Basic statistical tools such as percentages, frequencies, mean median mode and standard deviation were used to show frequency distribution of the variables. The researcher carried out a projection of analysis to reveal any gaps in the data collected.

(i) Family background

Necessary explanations based on the findings followed after which conclusions and recommendations were summed up. This was based on the findings of the study.

RESEARCH FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

In this chapter, data collected is presented and analyzed according to the purpose of the study; whose aim was to establish the impact of entrepreneurship training on performance of entrepreneurs. The study focused on entrepreneurs who received Plan sponsored entrepreneurship training in Embu Municipality.

Discussions of the findings are also done in this chapter as Gall and Borg (1989) noted “descriptive studies by nature emphasis interpretation.”

4.2 DATA DESCRIPTION

Data was collected using a predominantly 4 point likert type scale. The choices were coded and so also were the questions to facilitate analysis. Data was organized under the following headings:

- (i) Family background
- (ii) Entrepreneur’s business profile
- (iii) Information on training

Information on training was categorized under the basic components of an entrepreneurship training program which are as follows:

- (a)Customer care
- (b)Business record keeping
- (c)Marketing
- (d)Personnel management

(e) Financial management

Finally there was an evaluation of the relevance of the entire training program on the actual business operations and how the program is being translated into desirable business results.

4.3 DATA SOURCES

The research data was collected from 68 respondents who fitted the study criteria of being in business and are part of the target population in the study area. Though a sample size was meant to constitute 300 respondents, it was realized that most of the training beneficiaries are poor and therefore lacked capital to start a business. They are therefore not having an opportunity to make use of the skills learnt. A few, though in business were not available for the interview.

Some of the data especially on entrepreneurs' bio-data was given by the training provider (Plan Eastern) while overall entrepreneurial results were observed by the researcher from the actual business set up.

4.4 DEFINITION OF VARIABLES

From the study topic, independent variables were:

- Customer care
- Business record keeping
- Marketing
- Personnel management

- Financial management.

The dependent variable is the entrepreneurial behaviour. Impact of entrepreneurship training on performance of entrepreneurs was to be measured by how much entrepreneurs are portraying positive entrepreneurship traits. These traits are demonstrated through the following:

- (i) Satisfied customers
- (ii) Well kept business records
- (iii) Market growth
- (iv) Satisfied workers
- (v) Business growth and increase in capital investment
- (vi) Employment creation.

4.5 DATA ANALYSIS

This section presents graphical analysis as well as descriptive statistics of the variables used in the study. It is sub divided according to the study topics as follows:

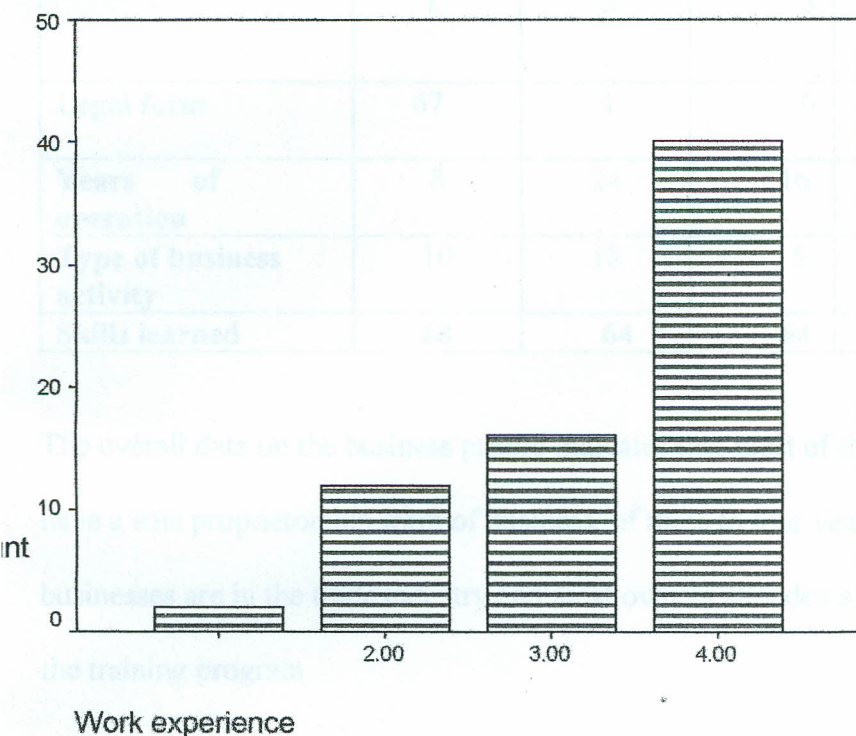
4.5.1 FAMILY BACKGROUND

Table 2: Information on family background

	1	2	3	4	mode
Age	0	11	43	14	43
Marital status	11	47	8	2	47
No of children	19	31	17	1	31
Education	39	15	14	0	39
Training	43	23	2	0	43
Work experience	0	12	16	40	40

From the findings it is evident that majority of beneficiaries are aged between 41 and 60 years, are married with between 3 and 6 children. They have no formal education and have no training though with a lot of work experience (of over six years).

Fig. 4.1: Bar graph showing number of training beneficiaries and their work experience.



The graph above shows that the more experienced in business an entrepreneur is, the more he is likely to be chosen for training. This agrees very well with Hernes (1988) who stated that the purpose of training management is to help individuals or groups improve their performance by providing them with the relevant skills. An inexperienced entrepreneur has nothing to improve on. It also confirms the ILO/ UNDP's findings from Kakinada (1964), Xavier programme and similar experiences elsewhere which

suggested that it is more cost effective to train people who are already in business(ILO/ UNDP ,1964).

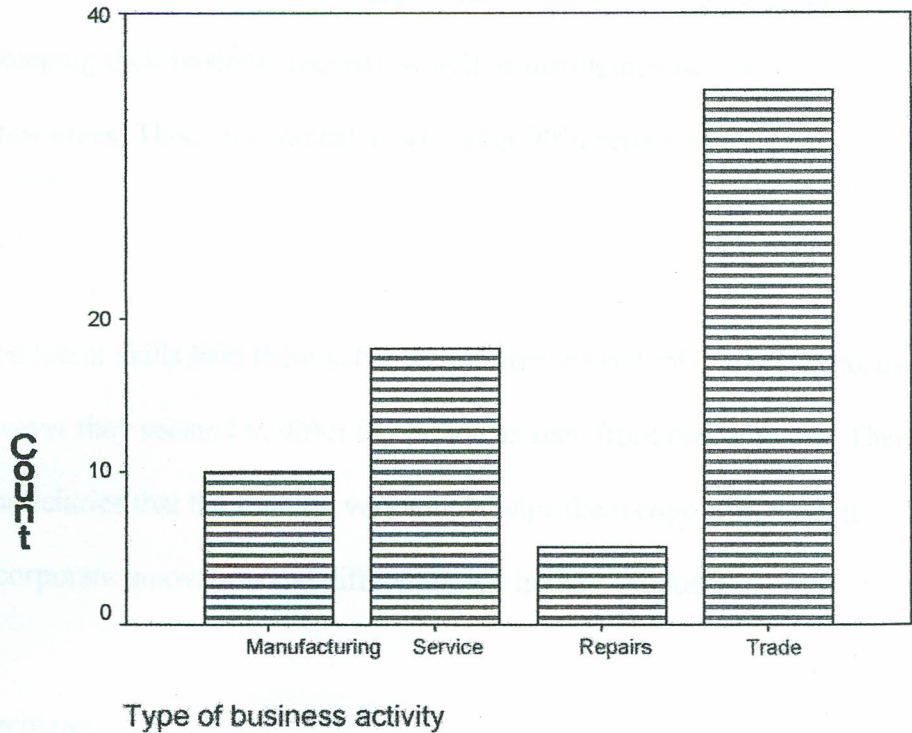
4.5.2 BUSINESS INFORMATION

Table 3: Information on business profile

	1	2	3	4	Mode
Legal form	67	1	0	0	67
Years of operation	8	24	16	20	24
Type of business activity	10	18	5	35	35
Skills learned	68	64	64	68	68

The overall data on the business profile indicates that most of the training beneficiaries have a sole proprietorship form of business, of three to four years of operation. These businesses are in the trade industry and most owners attended all the four core topics of the training program.

Fig 4.2: Bar graph showing types of business activities and their frequencies.



The graph above shows that majority of training beneficiaries are in the trade sub-sector. This is probably because all other sub sectors require some apprenticeship skills. As Plan Eastern targets poor families for sponsorship, most are unlikely to have acquired these skills and therefore this explains our findings.

4.5.3 INFORMATION ON TRAINING

4.5.3.1 Customer care

From the study most beneficiaries felt the skills learnt helps them solve their customer complaints as well as retaining them quite well. However they have a mixed feeling when it came to reclaiming their lost customers where majority felt it does not help them much.

4.5.3.2 Business record keeping

Most beneficiaries were of the opinion that the training program helps them very much in calculating their profits, keeping their business records as well as distinguishing business resources from personal resources. This, they indicated with over 90% certainty.

4.5.3.3 Marketing

When asked how much the learnt skills help them solve the problem of lack of market, majority indicated fairly well. However they seemed to differ in opinion as seen from their choices. There is consensus amongst beneficiaries that the training very much helps them cope with market competition as well as incorporate innovation and differentiation in their products.

4.5.3.4 Personnel management

The question of personnel management seems a complicated one. Though trained, most beneficiaries felt that the training had little impact on their sourcing for qualified employees, motivating them and even retaining them. They however seem to differ in opinion as indicated by their chosen options. This confirms Harpers's notion that entrepreneurship training is one of the most complicated issues of the small enterprise growth (Harper, 1988)

4.5.3.5 Financial management

Most beneficiaries felt that the training fairly helps them identify when their businesses need more finances as well as securing appropriate sources of finance and uncertainty avoidance. They were equally enthusiastic that the training was of much help in business risk minimization.

However their opinions are fairly divided amongst the first three options of very much, fairly well and not much helpful.

4.5.3.6 Overall entrepreneurship training

On the overall entrepreneurship training most beneficiaries felt the training was very much relevant to their business operations (47%) and only 1.4% declaring that it was not relevant.

4.5.4 OVERALL ENTREPRENEURSHIP RESULTS

After training, most businesses enjoy much innovativeness in display of merchandise and flow of operations. However there is little or no increase in number of employees. Increase in capital invested is mild while there seems to be a differing opinion as to whether sales volume has increased or not. This again confirms Harper's notion that entrepreneurship training is one of the most complicated issues of small enterprise growth (Harper, 1988). A general observation was that beneficiaries are translating learnt skills into desirable business results except in areas affected by other factors like capital availability and labour.

Table 4: Karl Pearson's Correlation Matrix

DEPENDENT VARIABLES \ INDEPENDENT VARIABLES	Increased number of employees	Increased capital invested	Innovativeness in display of merchandise	Innovativeness in flow of operations	Increased sales volume
1. solving customer complaints	0.854	0.531	0.423	0.495	0.822
2. Retaining customers	0.628	0.727	0.745	0.815	0.788
3. reclaiming lost customers	0.745	0.708	0.854	0.636	0.633
4. calculating profits	1.00	0.649	0.362	0.432	0.750
5. business record keeping	0.649	1.00	0.786	0.676	0.678
6. separating business recourses	0.362	0.785	1.00	0.888	0.690
7. coping with lack of market	0.748	0.602	0.324	0.754	0.752
8. coping with competition	0.684	0.656	0.716	0.742	0.811
9. product innovativeness	0.823	0.783	0.774	0.899	0.766
10. sourcing for quality staff	0.786	0.539	0.693	0.663	0.794
11. motivating employees	0.644	0.939	0.737	0.792	0.717
12 retaining quality staff	0.616	0.543	0.799	1.00	0.829
13 financial needs assessment	0.619	0.880	0.830	0.916	0.791
14 securing business finance	0.829	0.829	0.680	0.810	0.810
15 business risk minimization	0.886	0.849	0.625	0.836	0.546
16. uncertainty avoidance	0.684	0.870	0.587	0.880	0.558
17. overall relevance of training	0.626	0.598	0.960	0.962	0.697

Karl Pearson's correlation matrix shows a very strong positive correlation between ingredients of the training program (Independent variables) and the results of entrepreneurial behavior (dependent variables). This implies that training was successful and disproves government's assertion that NGO's training programs have had no impact on the change of attitude and acquisition of entrepreneurial skills to target beneficiaries.

(G O K, 1990)

CHAPTER FIVE.

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 INTRODUCTION

This chapter examines the research objectives formulated in relation to the findings obtained. Conclusions and recommendations are subsequently given being based on information generated from analysis of the interview guides.

5.2 SUMMARY OF THE FINDINGS.

5.2.1 Family Background

Results from the findings showed that most entrepreneurs trained are above 40 years of age and have no formal education.

5.2.2 Business Information

Most businesses which benefited from the training program were in the trade sub sector, and are one man owned. Most owners attended to all core topics of the training program.

5.2.3 Information on training

There is a general consensus that all components of the training program were very helpful in solving business problems. This was equally true with the relevance of the overall training program to the actual business operations. Karl Persons correlation matrix confirms this as all coefficients of correlation are positive and very close to one. However questions on personnel management attracted a lot of discrepancies with very high standard deviation and low coefficients of correlation.

5.2.4 Overall entrepreneurial results

There seemed to have a lot of innovativeness in display of merchandise and flow of operations. However there has been little increase in number of employees and mild expansion of capital invested. This is confirmed by the Pearson's correlation matrix where the coefficient of correlation is very close to zero

A close look at entrepreneur's suggestions in the narrative part of the interview guide showed that they needed more sessions of the training. They also requested for financial support and a close follow up by Plan offices to assist them fully implement the trained skills.

5.3 CONCLUSIONS

In conclusion, entrepreneurs trained were mostly in the trade sector, aged, with no formal education and are sole proprietors. They all agreed that the training program was beneficial to their businesses. They are however not fully translating learnt skills into desirable business results.

5.4 RECOMMENDATIONS

1. To make the training more meaningful to beneficiaries, it is necessary for the trainees to be closely monitored after the training to ensure that they are properly making use of the learnt skills. This will also reveal gray areas in the training program and rectifying them in time. According to Harnes (1988), training managers should co-ordinate, monitor and evaluate the training results while trainers should conduct field monitoring exercises.

2. To be able to achieve industrial transformation by the year 2020 (GOK, 1996), It is necessary for more entrepreneurs in the manufacturing sector to be targeted for training. Only 10 out of 68 (15%) of the trainees trained were in the manufacturing sub sector.
3. More youth trainees should be targeted for training. This will ensure continued use of the learnt skills as youths have a longer life to live while in business. They are also more energetic and adventurous. They would therefore go an extra mile in their innovativeness and creativity.
4. Financial assistance should also be provided to trained beneficiaries. This will give entrepreneurs opportunities to start business and therefore make use of the learned skills. It is also in line with Morris and Somerset (1971); House (1979); Mc Cormic (1988) and Macharia (1989) who suggested that a large number of small business enterprises have not expanded partly due to lack of sufficient funding.

5.5 SUGGESTIONS FOR FURTHER RESEARCHES

To improve impact of entrepreneurship training on performance of entrepreneurs the following topics are suggested for further researches:

1. Hindrances to personnel management in the small enterprise sector.
2. Difficulties associated with marketing in small enterprises.

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5.7 APPENDICES

5.7.1 Table 5.5: Tentative plan of action 2005

ACTIVITY	Mar	Apr	May	Jun	Jul	Aug
Instrument designing	■					
Review of existing literature	■	■				
Pilot study			■			
Data collection				■	■	
Data analysis					■	
Report writing, compilation & production					■	■
Report submission (August)						■

5.7.2 Table 5. 6: Budgetary requirements

ASSUMPTIONS	INPUT KSHS.
Designing of instruments	
Stationery	18,000.00
Secretarial services	25,000.00
Transportation	20,000.00
Photocopying	8,000.00
TOTAL	71,000.00
2.Data collection	18,000.00
Field work	18,000.00
TOTAL	36,000.00
3.Data processing and analysis	14,000.00
TOTAL	14,000.00
4.Report writing	9,000.00
Compiling and production	18,000
TOTAL	27,000.00
Computer printing and graphic design	21,000.00
CONTINGENCIES	11,000.00
GRAND TOTAL	180,000.00

5.7.3 QUESTIONNAIRE FOR ENTREPRENEURS

INTRODUCTORY LETTER

Dear respondent,

I am a student of entrepreneurship development at kenyatta university (Adm. No .I58 /6581/03).

In partial fulfillment of the requirement of a Master of Science degree, I am conducting a research on the influence of entrepreneurship training on performance of entrepreneurs in Embu municipality. Results of this survey will therefore be used for academic purposes only.

In answering the questions, you are assured that your responses will be kept confidential and your answers will be used for research purposes only. Please answer the questions genuinely to the best of your knowledge and belief. If you have any queries regarding this project, please feel free to contact me on telephone no. 0721 493984.

Yours sincerely,

Peter p. Kithae

School of business.

Kenyatta University

SECTION THREE: INFORMATION ON TRAINING

This section contains questions pertaining to entrepreneurship training offered by plan Eastern. Please indicate by ticking options 1 to 4 HOW MUCH the training addressed the following issues in your business

Very much Fairly well Not much Not at all

A. CUSTOMER CARE

1. Solving your customer complaints	1	2	3	4
2. Retaining your customers	1	2	3	4
3. Reclaiming your lost customers	1	2	3	4

B. BUSINESS RECORD KEEPING

4. Calculation of profits and losses	1	2	3	4
5. Business record keeping	1	2	3	4
6. Distinguishing business from personal resources	1	2	3	4

C. MARKETING

7. Solving problem of lack of market	1	2	3	4
8. Coping with competition in business	1	2	3	4
9. Product innovation and differentiation	1	2	3	4

Very much fairly well not much not at all

D. PERSONNEL MANAGEMENT

10. Sourcing for qualified employees	1	2	3	4
11. Keeping employees happy and motivated	1	2	3	4
12. Retaining qualified employees	1	2	3	4

E. FINANCIAL MANAGEMENT

13. Identifying when business needs more finances	1	2	3	4
14. Securing appropriate source of business finances	1	2	3	4
15. Business risk minimization	1	2	3	4
16. Uncertainty avoidance	1	2	3	4

F. OVERALL ENTREPRENEURSHIP TRAINING

17. How much relevant was the training to actual business operations	1	2	3	4
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5.7.5 LIST OF INTERVIEWEES

1. BEATRICE KANINI
2. JOSEPH NDEKE
3. MARTIN MUGO
4. PAUL MWANGI
5. JAMES MUTHOMI
6. VITARY NJOGU
7. CECILY WEVETI
8. DANIEL BAABU
9. LUCAS WACHIRA
10. GODFREY MWASYA
11. PETER KAMAU
12. ALICE MANYAKI
13. HELEN MUTHONI
14. PIUS NGARI
15. SICILY KARANI
16. DOROTHY MAKENA
17. YUSTER KAJUJU
18. MARY MOGERA
19. MERCY JOSPHAT
20. DAVID RIUNGU
21. MOSES NTHUMBI
22. ALEX MENYE
23. SILVIA NGABU
24. LYDIA MURANGI
25. SIMON KORI
26. NICHOLUS MWAI
27. AGNES KAARI
28. MARTIN MAINA
29. KELVIN MUNENE
30. BETTY WAITHIRA
31. NICASIO NJOKA
32. FAITH MARIGU
33. CHRISTINE NJAGI
34. PAULINE NGATHA
35. JOB MUNYI
36. CATHRINE NJERI
37. ZIPORA MWENDWA
38. CYRUS NYAGA
39. YUNIS IRERI
40. ELIUS MUTUA
41. VILIS MARIGU
42. BANCY TARARA
43. VERONICA WANDIA
44. NANCY MUTUNGI
45. ALFREND KIILU
46. DANIEL KAVOLO
47. GRACE NJAGI
48. STEPHEN MENYE
49. MAINA MORIS
50. JULIET KATHURI
51. NICK WAMAI
52. PHELISTER NJAGI
53. PILSILAR NYAMU
54. GEORGE MUNYIRI
55. KELVIN WANJAU
56. SUSAN MWITI
57. BENTA MAINGI
58. WANGUI NJOKA
59. JANET JUMA
60. OLIVIA MUGENDI
61. DOROTHY IRERI
62. EPHANTUS MUNENE
63. CYLVIA NJURA
64. BILDARD MENYE
65. JULIET WARUI
66. LUCY MACAKI
67. AGNES KINA
68. BANCY NJUKI



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..../..../ 2005

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: RESEARCH PROJECT: DATA COLLECTION

KITHAE PETER PAUL T58/6581/03

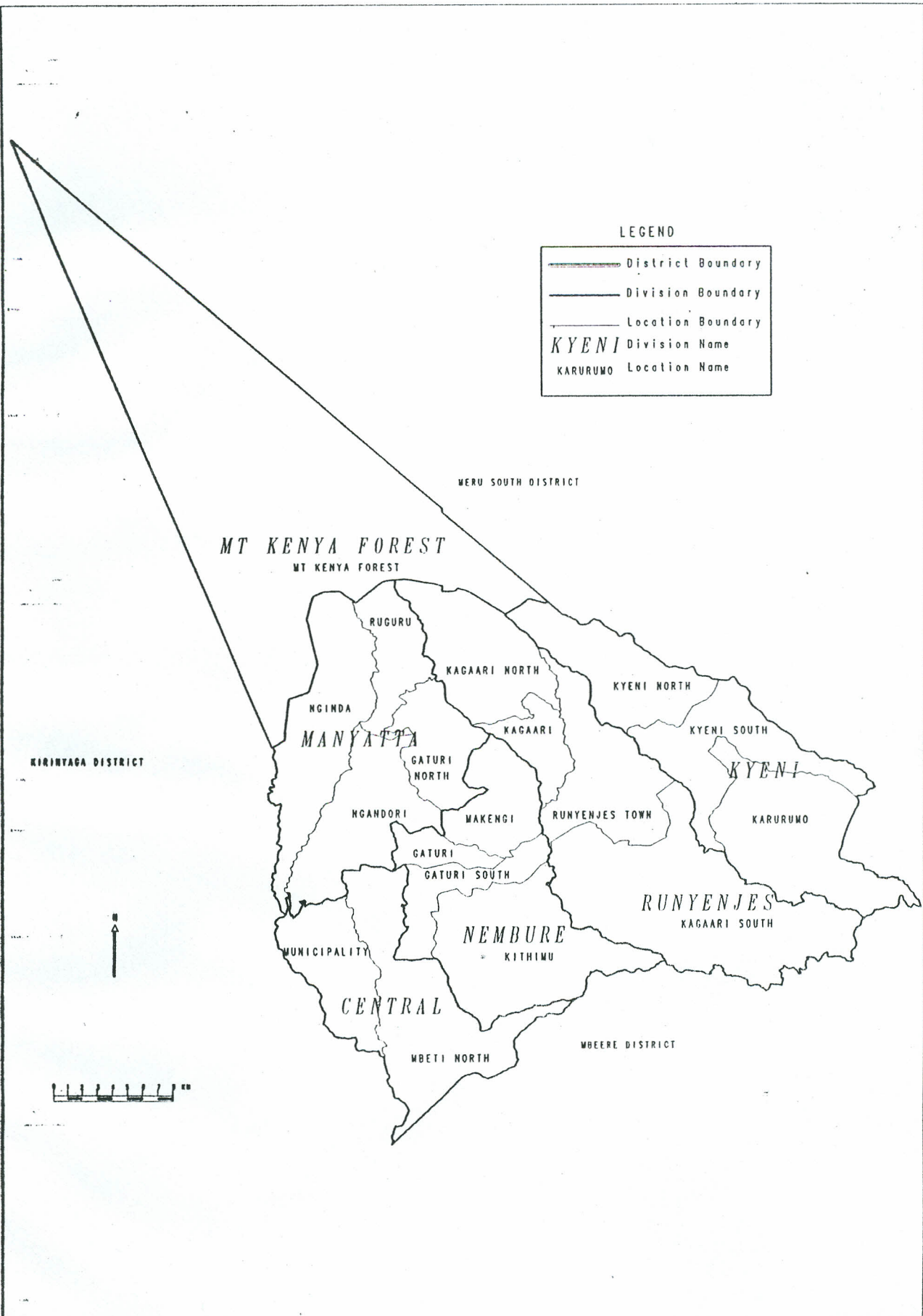
This is to confirm that the above named is an M.SC (Entrepreneurship) student in the School of Business, Kenyatta University, and she/he is embarking on her/his project this semester before she/he completes her/his degree programme.

Any assistance you may accord her/him will be highly appreciated.

DR. G. GONGERA

CHAIRMAN, BUSINESS ADMINISTRATION DEPARTMENT

EMBU DISTRICT: Administrative Boundaries



LEGEND

	District Boundary
	Division Boundary
	Location Boundary
<i>KYENI</i>	Division Name
KARURUMO	Location Name

MERU SOUTH DISTRICT

MT KENYA FOREST
MT KENYA FOREST

KIRINYAGA DISTRICT

RUGURU
KACAARI NORTH
KYENI NORTH
NGINDA
KACAARI
KYENI SOUTH
MANYATTA
GATURI NORTH
KYENI
KARURUMO
NGANDORI
MAKENGI
RUNYENJES TOWN
GATURI
GATURI SOUTH
RUBYENJES
KACAARI SOUTH
MUNICIPALITY
NEMBURE
KITHIMU
CENTRAL
MBETI NORTH
MBEERE DISTRICT

